

BUENA VISTA ELEMENTARY

310 S. Batesville Road
Greer, South Carolina 29650

GRADES K-5 Elementary School

ENROLLMENT 741 Students

PRINCIPAL Ann K. Mohr 864-848-2300

SUPERINTENDENT Dr. Phinnize J. Fisher 864-241-3456

BOARD CHAIR Tommie Reece 864-271-3619

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2004

ABSOLUTE RATING:

EXCELLENT

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
14	1	0	0	0

IMPROVEMENT RATING:

GOOD

ADEQUATE YEARLY PROGRESS:

YES

This school met 19 out of 19 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

FOR MORE INFORMATION, VISIT WEBSITES AT:

WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Excellent	Good	N/A
2002	Excellent	Good	N/A
2003	Excellent	Good	No
2004	Excellent	Good	Yes

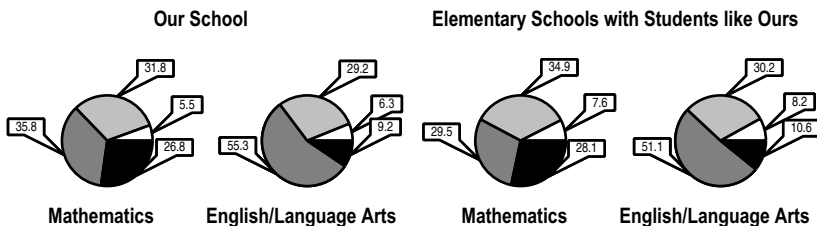
DEFINITIONS OF DISTRICT RATING TERMS





- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2003-04 whose 2002-03 test scores were located.

61.8%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts - State Performance Objective = 17.6%									
All Students	400	99.5	6.1	29.3	55.4	9.2	77.6	Yes	Yes
Gender									
Male	203	99.5	6.1	31.1	57.1	5.6	76.5		
Female	197	99.5	6.0	27.3	53.6	13.1	78.7		
Racial/Ethnic Group									
White	314	99.4	3.0	30.3	56.7	10.0	80.7	Yes	Yes
African-American	41	100.0	35.1	32.4	32.4	0.0	40.5	I/S	I/S
Asian/Pacific Islanders	20	100.0	0.0	5.0	80.0	15.0	100.0	I/S	I/S
Hispanic	24	100.0	4.8	28.6	57.1	9.5	76.2	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not disabled	327	99.7	2.6	26.6	60.7	10.1	83.8		
Disabled	73	98.6	21.1	40.8	32.4	5.6	50.7	Yes	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	400	99.5	6.1	29.3	55.4	9.2	77.6		
English Proficiency									
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	396	99.5	6.1	29.5	55.1	9.3	77.4		
Socio-Economic Status									
Subsidized meals	59	98.3	21.2	32.7	38.5	7.7	53.8	Yes	Yes
Full-pay meals	341	99.7	3.7	28.7	58.1	9.5	81.3		

Mathematics - State Performance Objective = 15.5%									
All Students	400	99.8	5.5	31.8	35.8	26.8	77.9	Yes	Yes
Gender									
Male	203	100.0	4.6	32.5	32.0	31.0	78.7		
Female	197	99.5	6.6	31.1	39.9	22.4	77.0		
Racial/Ethnic Group									
White	314	99.7	3.0	29.9	38.9	28.2	82.7	Yes	Yes
African-American	41	100.0	32.4	48.6	13.5	5.4	32.4	I/S	I/S
Asian/Pacific Islander	20	100.0	0.0	15.0	35.0	50.0	95.0	I/S	I/S
Hispanic	24	100.0	0.0	42.9	33.3	23.8	76.2	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not disabled	327	99.7	2.9	27.6	39.6	29.9	85.4		
Disabled	73	100.0	16.7	50.0	19.4	13.9	45.8	Yes	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	400	99.8	5.5	31.8	35.8	26.8	77.9		
English Proficiency									
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	396	99.8	5.6	31.8	35.8	26.8	77.7		
Socio-Economic Status									
Subsidized meals	59	98.3	19.2	50.0	17.3	13.5	55.8	Yes	Yes
Full-pay meals	341	100.0	3.4	29.0	38.7	29.0	81.4		

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

		<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
English/Language Arts								
2003	Grade 3	120	100.0	5.3	21.1	56.1	17.5	73.7
	Grade 4	137	100.0	9.9	29.0	55.7	5.3	61.1
	Grade 5	154	99.4	12.2	51.7	35.4	0.7	36.1
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2004	Grade 3	126	99.2	4.0	12.9	63.7	19.4	83.1
	Grade 4	128	100.0	6.3	34.6	52.0	7.1	59.1
	Grade 5	146	99.3	9.0	39.6	48.6	2.8	51.4
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2003	Grade 3	120	100.0	7.9	24.6	28.9	38.6	67.5
	Grade 4	137	100.0	11.5	33.6	25.2	29.8	55.0
	Grade 5	154	100.0	16.9	38.5	28.4	16.2	44.6
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2004	Grade 3	126	99.2	5.6	33.1	46.0	15.3	61.3
	Grade 4	128	100.0	8.7	29.1	37.0	25.2	62.2
	Grade 5	146	100.0	5.5	31.0	25.5	37.9	63.4
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 741)				
First graders who attended full-day kindergarten	81.3%	N/C	95.3%	100.0%
Retention rate	1.2%	Down from 2.4%	1.2%	2.7%
Attendance rate	97.4%	No change	97.1%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	0.0%		1.6%	4.6%
Students with disabilities other than speech taking PACT (Math) off grade level	0.0%		0.8%	3.5%
Eligible for gifted and talented	42.5%	Down from 49.5%	39.8%	13.5%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	10.1%	Down from 11.0%	5.6%	8.2%
Older than usual for grade	0.3%	No change	0.3%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No change	0.0%	0.0%

Teachers (n= 39)				
Teachers with advanced degrees	64.1%	Up from 62.2%	60.0%	51.4%
Continuing contract teachers	92.3%	Down from 95.6%	91.7%	87.5%
Highly qualified teachers**	97.0%	N/A	95.1%	95.0%
Teachers with emergency or provisional certificates	0.0%		0.0%	0.0%
Teachers returning from previous year	87.2%	Down from 87.4%	88.6%	86.7%
Teacher attendance rate	96.2%	Down from 98.4%	95.6%	94.9%
Average teacher salary	\$42,904	Up 6.3%	\$43,515	\$40,760
Prof. development days/teacher	7.1 days	Up from 6.6 days	10.8 days	12.4 days

School				
Principal's years at school	2.0	Up from 1.0	5.0	4.0
Student-teacher ratio in core subjects	24.2 to 1	Up from 22.4 to 1	21.1 to 1	18.9 to 1
Prime instructional time	93.0%	Down from 95.1%	91.5%	90.0%
Dollars spent per pupil*	\$4,928	Up 5.0%	\$5,804	\$6,044
Percent of expenditures for teacher salaries*	65.5%	Down from 69.8%	66.7%	65.9%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	Down from 99.9%	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Average	N/A	Good	Good

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools**	93.2%	92.0%
Highly qualified teachers in high poverty schools**	93.7%	91.1%
	State Objective	Met State Objective
Highly qualified teachers in this school**	65.0%	Yes
Student attendance in this school	95.3%	Yes

**NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**GOALS AND OBJECTIVES**

The Buena Vista Elementary staff strives for continuous improvement in instructional delivery and student performance. Three main goals guide all actions: 1) Students will master grade level standards in Mathematics, English Language Arts, Science, and Social Studies; 2) A safe, orderly, and inviting learning environment will be provided for students, staff, and the community; and 3) Improve student learning and achievement through the use of technology. These goals were written to address specific areas of need identified in the school and to correlate with the school district's Education Plan. Progress towards achieving the goals is monitored by the staff and the School Improvement Council.

ACCOMPLISHMENTS

The school was recognized as a National PTA School of Excellence for the level of parental involvement that is evident in the school. The PTA continues to support educational programming and was able to place ten new computer workstations in classrooms this year. Our school was named a Palmetto Gold School of Excellence by the state department of education. Our goal is to enable all students to reach proficient or advanced levels of performance in all subject areas. The staff worked together as a pilot school for the Carolina First Center of Excellence for Continuous/Continuous Improvement processes. Our school was also chosen to serve as a pilot school for the Performance Assessment System for Teachers, a new teacher evaluation system that includes a modified ADEPT model. Several awards were earned through the National Council for School Public Relations, which validated the high level of efficient communication that is maintained.

PLANS FOR THE FUTURE

Buena Vista Elementary will continue to implement the Malcolm Baldrige criteria for performance excellence. Staff development will focus on brain research and differentiated learning so that we may better address students' diverse learning needs. The collection and analysis of student data will allow the staff a more precise picture of areas of strength in the curriculum and those areas needing more emphasis.

Ann K. Mohr
Principal

Linda Denk
SIC Chairperson

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	39	140	100
Percent satisfied with learning environment	97.3%	80.0%	96.0%
Percent satisfied with social and physical environment	97.3%	84.9%	92.0%
Percent satisfied with home-school relations	100.0%	88.6%	83.7%

*Only students at the highest elementary school grade level at this school and their parents were included.